

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

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| Date: | Monday, September 18, 2017—9:00 a.m. Central Time |
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Location: Northern State University, Student Center Centennial Rooms A & B West
1200 South Jay Street, Aberdeen, South Dakota

Public Telephone Access:
1-866-410-8397/conference code: 8381998525

For live streaming of meeting: <http://www.sd.net/sdpb6/>

Present: Sue Aguilar, Vice President
Glenna Fouberg, Member
Scott Herman, Member
Kay Schallenkamp, Member
Gopal Vyas, Member
Lori Wagner, Member

Absent: Donald Kirkegaard, President

DOE staff

in attendance: Mary Stadick Smith, Abby Javurek, Laura Scheibe, Becky Nelson, Sam Shaw, Karen Keyser, Nicol Reiner, Teresa Berndt, Erin Larsen, Holly Farris, and Ferne Haddock.

Others in

attendance: Dr. Paul Turman, Dr. Kelly Duncan, Sandra Waltman, Samantha Walder, Dena Sievers, Sandy Ullrich, Katherine Grandstrand, and other members of the public in attendance in person or via phone.

Call to Order, Pledge of Allegiance, and Roll Call:

Vice President Aguilar called the meeting to order at approximately 9:00 a.m. Central Time. Northern State University Provost Alan LeFave welcomed the Board.

Adoption of Agenda:

Motion by Vyas, second by Schallenkamp, to adopt the September 18, 2017, proposed agenda. Voice vote, all present voted in favor. Motion carried.

Approval of Minutes:

Motion by Fouberg, second by Herman, to approve the July 17, 2017, minutes as proposed. Voice vote, all present voted in favor. Motion carried.

Conflicts disclosures (SDCL 3-23-3):

Deb Shephard, former Board member, requested a waiver on a contract for her to serve as an adjunct instructor at Lake Area Technical Institute. The contract is approved by the Watertown School Board, a

political subdivision of the state. Shephard stated that the contract duties are to act as an instructor for two one-half credit classes. Shephard noted that she received a waiver for a similar contract during her service on the board last year, and that she has no authority at LATI to issue or engage in contracts with other entities. Holly Farris, board legal counsel, noted that Shephard is subject to the conflict of interest provisions for a one-year period after her service on the board ended.

Motion by Vyas, second by Wagner, to approve the waiver as requested. Voice vote, all present voted in favor. Motion carried.

Board of Regents Report:

Dr. Paul Turman, vice president of academic affairs for the South Dakota Board of Regents, presented an update to the Board regarding the Regents' progress on proactive admissions to regental institutions. This initiative will notify students receiving a 3 or 4 on the Smarter Balanced assessment that they are eligible for admission to a regental institution. Turman also provided information on work with school districts to develop early college programming to high school students, potentially in the high school classrooms. Turman also provided information on dual credit programming at the regental institutions.

Public Hearing—Administrative Rules (24:55 Public School Accountability System)

The Board of Education Standards convened a public hearing at approximately 9:30 a.m. Central Time.

Article 24: 55 (Public School Accountability System)

Proponent Testimony:

Laura Scheibe, DOE office of accreditation and accountability, testified in support of the proposed rules. Scheibe stated that the proposed rules reflect the South Dakota state plan submitted to the United States Department of Education under the Every Student Succeeds Act (ESSA). South Dakota worked on its plan for approximately one-and-a-half years. Scheibe noted that although no public comments were submitted regarding these proposed rules, during the development of the state plan, SD DOE engaged in stakeholder feedback and requested public comment. The proposed rules reflect a significant amount of public input in that way.

Scheibe stated that additional rules will be necessary in this area, as the accountability system is refined and developed with additional data in coming years. The accountability system is also only one part of the state plan. Other components of the plan are encompassed in other rules or areas.

The first part of the proposed rules makes changes to the definitions of terms and the definition of the accountability system itself. Many revisions in this portion of the rules are clean up to the language.

The proposed rules make amendments to the accountability system indicators, for which schools are held accountable. The proposed rules state that, for the student achievement indicator, schools will be held accountable for a rolling three years' worth of performance on assessments. The assessments may be Smarter Balanced or the alternative assessment. The rules change how schools are awarded points. Previous rules awarded points based on whether students were assessed as proficient or not proficient. Under the proposed rules, points are awarded on a continuum. This rewards schools for helping

students progress at all levels. Students at level one will earn .25 points, level two will earn .50 points, level three will earn 1 point, and level four will earn 1.25 points.

The proposed rules on the student attendance indicator make the primary change of looking at full academic year students, where the existing rules hold schools accountable for students that were enrolled for at least 15 days. The full academic year for accountability purposes is October 1 through May 1 and will account for students enrolled for the majority of that time. Scheibe noted that, although not reflected in the rules, this indicator will serve as the school quality indicator under the state plan.

The proposed student attendance indicator rules also lower the target attendance rate from 94% to 90% to align with federal expectations. ESSA requires states to report on attendance regardless of whether it has been included as the school quality indicator, so South Dakota aligned its attendance rate to simplify reporting and prevent confusion on the report card.

Scheibe stated that the calculation of the high school completion SPI (school performance index) key indicator score will change under the proposed rules. The proposed rules split the high school completion measurement from the four-year cohort graduation rate measurement and consider them separately. These factors are combined under the existing rules, but will now be split apart to fulfill federal requirements. Schools will still be held accountable for the same factors. The completion rate measures whether students receive a diploma or high school equivalency in four years or more.

The proposed rules on the college and career readiness indicator remove separate sections for college readiness in math and English, as well as the calculation of career readiness. The purpose of these changes is to remove the silos between college readiness and career readiness. Currently, they are measured separately, but the goal under the proposed rules will be to measure student readiness for next steps, regardless of what that step is.

Under the proposed rules, student readiness may be measured by assessments. The assessment may be the Smarter Balanced assessment, the ACT, or Accuplacer; or National Career Readiness Certificate (NCRC). The requirement to indicate readiness via the NCRC will also be raised from the bronze level to the silver level.

Calculation of progress towards post-secondary credentials will be developed more in the future. Currently, it may be measured through CTE concentrator status, CTE course completion, and state-sponsored dual credit coursework to indicate student readiness. Success on advanced placement examinations would also measure this indicator. Workgroups in this area felt that if students were successful in earning post-secondary credentials, the students should be considered ready in that area.

The proposed academic growth key indicator rules constitute a clean up to remove references to the 2014-2015 schoolyear, and will measure the indicator with the same method used for the 2015-2016 and 2016-2017 school years. No changes were made to how academic growth is calculated.

The proposed rules also incorporate a brand new indicator to align with federal requirements. ESSA requires, as part of the main accountability system, that states measure how well English learners are moved to proficiency. This is a change because, while this area used to be considered, it was not part of the main accountability system. This indicator will be based on student scores on the ACCESS 2.0 assessment, which is administered every year to measure progress on attaining English language proficiency. If students take the exam, schools receive some credit, but receive no credit for students not taking the assessment. The bulk of the rules on this indicator measure the growth of students who

have taken multiple assessments. Similar to the student achievement indicator, points will be awarded on a continuum to award progress as well as proficiency. Zero points will be awarded to students not taking the assessment, .25 points to students showing no growth (the same or a lower score), .50 points for students showing some growth, 1 point for students becoming proficient or meeting state targets on time, and 1.25 points to students becoming proficient and exiting early. The indicator will look at three years of assessments, similar to the measure of the student achievement indicator. This is in order to increase the N size of students considered and thus hold more schools and districts accountable.

The graduation rate key indicator will continue to be calculated under the current method and will calculate the same four-year cohort graduation rate, as defined in federal law. The proposed rules include amended appendices which describe the various indicator calculations in formula format.

Scheibe stated that the proposed rules also amend the various school classifications, which are how the report card and indicators are implemented. The changes in this section include deletion of several rules. These deletions are the result of input received during development of the state plan, in which stakeholders indicated that the DOE should only label schools which the federal law requires to be classified. ESSA requires classification of comprehensive support and improvement schools and targeted support and improvement schools. Those will now be the only schools to receive formal labels out of the report card. The DOE will still look at and recognize high-performing schools as required under state law, but not via naming exemplary schools.

Comprehensive support and improvement school rules are similar to the prior method of classification. These schools will be classified by looking at the bottom five percent of Title I schools and all schools with low graduation rates, which is 67 percent or below, regardless of Title I status. Comprehensive support and improvement schools will also be categorized by whether or not a certain category of targeted support and improvement schools fail to improve within a certain timeframe.

Targeted support and improvement school classification will focus on subgroup performance within schools under the proposed rules. The proposed rules will require schools to be identified by disproportionality in how a subgroup in a school performs compared to the performance of all the students in the school. This disproportionality will be measured with a 95 percent confidence interval to ensure schools are not identified for school improvement unless there is actual disproportionality. The proposed rules will also identify schools for targeted support and improvement by looking at the subgroup within the school identified by disproportionality, and further identifying whether that identified subgroup is performing at the same level as the bottom five percent of all Title I schools. If so, that school will be classified as a targeted support and improvement school. If a school identified by this second method does not improve subgroup performance within four years, the school will be reclassified as a comprehensive support and improvement school. Both methods will be applied to all public schools, not just Title I schools.

The proposed rules identify that comprehensive and targeted support and improvement schools will receive similar supports. Classified schools must have a comprehensive needs assessment. Comprehensive support and improvement schools must work with a school support team professional. All classified schools must implement evidence-based interventions and must submit annual school improvement plans to the Department. The DOE has more flexibility under ESSA to support schools in individual ways, to meet the unique needs of districts, and attempted to design supports that make sense for individual schools.

The proposed rules state that to exit comprehensive support and improvement status, a school must show it no longer meet the criteria of identification and that some improvements have been made. This serves to prevent a school from exiting where a school has not improved but no longer meets the classification criteria simply because other schools declined in performance accountabilities. Schools may also petition to exit the status early if meeting all goals set out. If comprehensive schools have made no improvements, the schools must be reassessed and have revised supports.

The proposed rules to exit targeted support and improvement status are similar to the exit criteria for the comprehensive classification, but whether or not the gap group has declined is also considered.

The proposed rules also set out goals for academic progress. The existing rules applied the goals to the student achievement indicator. The proposed rules apply the goals to the student achievement, graduation rate, and English language proficiency indicators. The goals follow the same basic model. The proposed rules state that the aspiration is that in thirteen years, a cohort of kindergarten students will have 100 percent proficiency, total graduation rate, and English language learners gaining proficiency on time by the time that cohort of students leaves the K-12 educational system. Scheibe emphasized that this is an aspirational goal.

The rules further set out interim targets and goals to meet the overall aspirational goal. In five years, all schools' and subgroups' goal performance is to match the 50th percentile school identified during the 2016-2017 school year report card. In ten years, all schools' and subgroups' goal is to improve and match performance with the 75th percentile school identified during the 2016-2017 school year. In the remaining three years, schools should be on track to achieve 100 percent proficiency. The aspirational goals and interim goals are detailed in an appendix to the state ESSA plan.

Individual student level goals for English learners are also required under the proposed rules. Goals will be based on a student's first ACCESS 2.0 score. If a student scores at a level one or two, the projected goal for exiting the status will be five years. A student score of level three will project the exit goal at four years. A student score of level four will project the exit goal at three years. Student scores of level five or six are considered proficient. Each student will receive an individual trajectory for exiting.

The final section of the proposed rules covers the administrative implementation of the accountability system overall and contains minimal amendments other than requirements of period reviews of gap group performance and the accountability system as a whole. Scheibe noted that the rules on student transfers during the academic year have been amended. Previously, student achievement and academic growth were the only factor that considered whether a student attended a school for the full academic year. The proposed rules will base all indicators on full academic year.

A new rule is proposed regarding the graduation rate indicator and which school receives credit for a student if the student drops out. A student that drops out after completing less than half of the academic year in the final year will be attributed to the school where the student attended the majority of grades 9-12. If more than half of the year is completed at the school before the student drops out, the student will be attributed to the school where the student last attended. This is a provision from ESSA on which the DOE gathered stakeholder feedback. Stakeholders agreed that this is how student drops should be attributed.

In response to Board questions, Scheibe stated that the change from bronze to silver in the requirement to show proficiency via the NCRC assessment was based on student success rates to date. The success rate so far is around 94 percent. DOE examined how other states measure success on this indicator and

found other states also moving toward a silver level requirement to increase the rigor. The DOE also examined which skills are measured by the various levels of the assessment and found that the skills measured by the silver level were more appropriate for the indicator than those at the bronze level.

Scheibe also stated that, when classifying schools, the bottom five percent must still be classified, regardless of how well all schools are performing in a state. This was something on which the workgroup discussion particularly focused. It is something specifically called out in ESSA and has been part of the past flexibility waivers. It assumes schools can always find room to improve. Mary Stadick Smith, deputy secretary of education, stated that this is one of the reasons for the other academic growth indicators, as that is another lens for schools to show they are making progress and improvements for students. Scheibe also discussed that when applying for early exit from classification, a school has to show it is meeting all of its targets.

Public Comment:

No public comments were submitted regarding the proposed rules.

Opponent testimony:

There was no opponent testimony.

Motion by Schallenkamp, second by Foubert, to approve the rules as presented. Voice vote, all present voted in favor. Motion carried.

The rules hearing closed at approximately 9:59 a.m. Central Time.

Public Hearing—Standards:

The Board of Education Standards convened the first public hearing on academic content standards at approximately 10:00 a.m. Central Time on the following proposed standards: Health Education, Oceti Sakowin Essential Understandings and Standards, Business Management and Administration, Capstone Courses, Government and Public Administration, Hospitality and Tourism, Marketing, Transportation, Distribution, and Logistics, English Language Arts, and Math. This is the first of four public hearings on these standards.

Becky Nelson, DOE director of the division of learning and instruction, provided an overview of content standards. Nelson noted that the areas presented on may be in different formats, but have the same purpose. Content standards are the expectations for what students should know and be able to do. The content standards provide a road map for teachers, parents, and students, to provide consistency across the state. Nelson stated that the proposed standards do not dictate a set curriculum or tell teachers how to teach the standards. Nelson summarized the standards review and public hearing process, in which workgroups have been meeting for up to two years depending on the content area. Any comments received during the public hearing process will be reviewed and considered by the workgroups. If revisions occur, Department of Education staff will present to the Board on any changes to the proposed standards.

Health Education

Karen Keyser, DOE health and physical education specialist, testified in favor of the proposed standards. Keyser presented an overview of the health education standards review process, which began in July 2016. Committee members representing school districts, communities, and the public met to review the existing health education standards for pre-kindergarten through grade 12. Members reviewed the eight existing health education standards to ensure the essence of the skills-based standards.

Members were asked to conduct a review of the documents regarding the existing standards in South Dakota and standards from two other states, and to identify strengths and weaknesses of those standards. Committee members worked as a whole to review the standards and determined to keep the standards as currently written. The workgroup rationale was that the current standards provide for the greater use of nationally-developed education resources and remain relevant. Committee members also worked in small groups to conduct a review of the performance indicators for each grade span (pre-K to grade 2, grades 3-5, grades 6-8, and grades 9-12). Each small group reported back to the whole group on any changes recommended to a grade span's indicators. The majority of revisions that occurred were relative to the cognitive complexity of the indicators. The remainder of the meetings focused on comparing and contrasting South Dakota's health education standards to other states' standards.

The workgroup consensus was that the South Dakota health education standards include appropriate information and are presented in a user-friendly format. The workgroup's recommendation included removing information that dates the standards and retaining the current presentation formats.

No public comments were submitted regarding the proposed health education standards.

There was no opponent testimony.

Oceti Sakowin Essential Understandings and Standards

Sam Shaw, DOE education specialist, testified in favor of the proposed standards. Shaw discussed the standards workgroup review process, which occurred over four days in two meetings. The review process was not only about revising the standards, but reaffirming the vision of the standards. The original standards were primarily aligned with social studies standards, and the workgroup focused on making the standards flexible enough to engage with students in a variety of content areas while keeping the vision of the Oceti Sakowin elders.

Shaw testified that the objectives included elder affirmation of the focus, the wording and format of the standards, and educator reaffirmation and clarification of wording and format for instructional purposes based on experience. The revisions also ensured historical and contemporary focus useful in all content areas. Shaw noted that the standards were not completely overhauled and the overarching standards remain the same.

The standards under each essential understanding were revised slightly to account for teacher experience and elder expertise. The indicators specific to the grade band connections—which were mostly social studies specific—were moved out of the standards themselves and into an appendix titled “Suggested Approaches for Instruction” as a support tool instead of explicit expectations. The workgroup also reviewed the standards, songs, and all other components to ensure that other content areas could access the Oceti Sakowin essential understandings to increase opportunities for all students to engage with the standards. The overall structure provides an historical overview, the

standards at a glance, the standards themselves, and support components comprising approaches for instruction, maps, and a glossary of terms, as well as other supports.

In response to Board questions, Shaw stated that these standards are taught in many places and in many ways, such as specific Native American studies courses and in different grade levels, in multiple subject areas, and in units in social studies courses, not just in tribal schools. The workgroup tried to make the standards as flexible as possible and provide multiple access points for students to engage in them.

No public comments were received regarding the Oceti Sakowin essential understandings and standards.

There was no opponent testimony.

Business Management and Administration

Erin Larsen, DOE division of career and technical education, testified in favor of the proposed standards. Larsen provided an overview of the standards revision process for all the revised CTE standards (Business Management and Administration, Capstone Courses, Government and Public Administration, Hospitality and Tourism, Marketing, and Transportation, Distribution, and Logistics). The CTE standards are broken into career clusters sharing common professional skills across a wide range of professional to entry-level careers. They are then narrowed into career pathways, which are broken into courses. The courses are analogous to the grade bands in the standards for core content areas.

Over the summer, CTE workgroups were gathered and worked with the National Center for College and Career Readiness. The consultant provided a common process across all six workgroups for CTE standards. The workgroups met for three days for each of the six clusters. The first day was spent reviewing labor market statistics for in-demand careers, and also looked at feedback from employers, post-secondary faculty, and teachers in the field. Workgroups then looked at the existing courses in the clusters and mapped out which courses were no longer needed and courses that should be added. The following two days looked at the individual standards by examining courses and developing new ones. This work was shared with faculty and industry to ensure that feedback was incorporated accurately. The standards, if adopted, would be unpacked this summer and additional guidance would be provided to teachers on transitioning to the new standards. The standards would be fully implemented by the 2020 school year.

The proposed Business Management and Administration standards are focused specifically on students being able to plan and organize productive business operations. The workgroup spent time discussing employability skills and ways to incorporate those skills into each courses. The workgroup also discussed changes to human resources procedures, the importance of keyword searches, résumé development changes, and the wide range of technological changes in this content area. As a result of the discussion, a wide range of courses were retired or moved because they were out-of-date or fit into other clusters.

The group developed two new courses: business computer applications and advanced business computer applications. These courses focus on common office software and the skills align with the Microsoft Office specialist certificate, which industry indicated was an important qualification.

Industry and postsecondary feedback appreciated the focus on Excel skills and felt initial drafts of the proposed standards had too broad of a scope of programs. The feedback expressed a preference for students have an in-depth knowledge of fewer programs, as opposed to basic skills in multiple other programs.

Business Management and Administration Exhibit 1 was received into the record and discussed. The comment expressed support for the proposed standards.

There was no opponent testimony.

Capstone Courses

Erin Larsen testified in favor of the proposed Capstone Courses standards. Larsen stated that these standards are the primary vehicles students use for work-based learning within school districts. There are no existing standards in this area, only frameworks, so the workgroup identified specific standards for each capstone experience identified. This was done to create a common experience for students and ensure key components of career exploration are a part of the experience. The proposed standards also give students the opportunity to work with the Board of Regents to ensure these courses count as a CTE credit to qualify for the Opportunity scholarship.

The workgroup discussion commonly centered around employability skills and workers encountering nontraditional workdays in today's work environment. The workgroup also included common elements across the courses, such as including business and industry partnership and engagement with professionals outside the school. The goal was to ensure real-world applications. The workgroup added a new course called Youth Apprenticeship and worked with the Department of Labor to make sure it aligned to that department's apprenticeship requirements as well.

Capstone Courses Exhibit I was received into the record and discussed. This public comment expressed concern about the overlap between internships and apprenticeship courses. The comment also expressed that the apprenticeship course should include specific hours identified and that that requirement be included in the internship courses as well. The comment will be taken to the workgroup for review and response.

In response to Board questions, Larsen discussed the difference between an internship and apprenticeship. Larsen stated that an apprenticeship typically has more specific skills outlined and the hours count towards some sort of certification within a field. An internship is typically more generic, and does not count towards a degree or certificate but provides skills and experience. Larsen also stated that the Youth Apprenticeship course is not the same as the Department of Labor apprenticeship program, which are typically paid and involve students working through a technical program.

There was no opponent testimony.

Government and Public Administration

Erin Larsen testified in favor of the proposed Government and Public Administration standards. Larsen stated that there are new career clusters proposes in these standards. The Government and Public Administration standards relate to planning and performing government functions at local, state, and federal levels. The workgroup consisted of social studies teachers and several industry members such as

city planners, state representatives, and other fields. The workgroup discussed the balance between government accountability and efficiency, services offered, and data management.

Four new courses were developed for these standards and also included JROTC courses, which are sometimes offered in school districts. Courses include principles of public administration, international affairs, and community and regional planning.

No public comments were received regarding the proposed Government and Public Administration standards.

There was no opponent testimony.

Hospitality and Tourism

Erin Larsen testified in favor of the proposed Hospitality and Tourism standards. Larsen testified that the workgroup took a two-pronged approach in this area on what areas students can focus on. The workgroup examined students spending time in culinary arts, or in tourism services such as hotel management and event planning. Prior to the revisions, culinary arts were heavily emphasized. The workgroup determined to add an emphasis on a strong tourism component, particularly given the needs of the western part of the state. The workgroup incorporated a course called foundations of travel and tourism, and a hospitality and lodging services course. Two culinary arts courses were added due to the need for more advanced courses, including a course for students to pursue an individualized pathway.

Hospitality and Tourism Exhibits 1-4 were received into the record and discussed. Exhibits 1-4 were in support of the standards, but also included a question regarding responsibility for the cost of certification referenced in the standards. Larsen stated that the referenced certification is a recommendation, not a requirement of the school, so the standards were clarified to that effect.

There was no opponent testimony.

Marketing

Erin Larsen testified in support of the proposed marketing standards. Larsen stated that these standards focus on planning, managing, and performing marketing activities. This is a small career cluster, with approximately six programs in school districts. The workgroup therefore had heavier participation from postsecondary faculty and industry representatives. The workgroup felt that the existing courses were focused on very specific areas like sports marketing, and could be combined to create more comprehensive courses. The workgroup added a new course called marketing strategies. Further, the workgroup made sure all courses included components of marketing research and data management.

No public comments were submitted regarding the proposed Marketing standards, but Larsen noted that the Department and workgroup are working closely with DECA, a student organization, to connect with members and teachers in that area to facilitate additional feedback.

There was no opponent testimony.

Transportation, Distribution, and Logistics

Erin Larsen testified in favor of the proposed standards. Larsen stated that these standards focus on auto body work and traditional concepts, but work to pull in distribution and logistics components where possible. Past workgroups aligned these standards to national transportation industry standards. Those were reviewed and the workgroup made sure the proposed standards were also aligned. The workgroup added a diesel course, in response to industry needs.

The workgroup also discussed incorporation of the distribution and logistics component and how to make students aware of those aspects of the field. A new course called logistics and planning management was added, and work continues to connect with teachers to assist in development of this course.

Industry feedback focused on dual credit opportunities in this area. Many students have expressed an interest in dual credit courses on transportation, but may not have the appropriate background to proceed. Feedback from the postsecondary field encouraged more CTE courses to provide that background.

Transportation, Distribution, and Logistics Exhibits 1-5 were received into the record and discussed. Exhibits 1, 2, and 4 were in support of the proposed standards. Exhibit 3 raised a question about how many credits would be offered for certain courses. The workgroup responded to Exhibit 3 that decisions on course credits were determined at the local level. This answer was submitted as Exhibit 5.

In response to Board questions, Larsen stated that Sioux Falls is currently the only district to offer a diesel course, through a partnership with a postsecondary institution. Partnerships with other postsecondary institutions are being explored for similar offerings. Larsen also discussed that districts offer such courses as part of an approved CTE program. The school has a team with partners and an advisory committee regarding courses that are offered. In some cases, courses are offered as electives and, in other cases, the course counts as a graduation requirement in CTE. The Department works with both Regents and postsecondary institutions to make sure students are prepared for skills in higher education.

There was no opponent testimony.

English Language Arts

Teresa Berndt, DOE reading specialist, testified in favor of the proposed English language arts standards. Berndt provided an overview of the standards review process, which began in spring 2016. The workgroup consisted of English language arts teachers, special education teachers, administrators, parents, and postsecondary faculty. The workgroup met and reviewed the existing South Dakota standards as well as standards from other states to identify strengths and weaknesses. The review process itself was also discussed, to ensure that the process resulted in meaningful suggestions.

The workgroup then broke into small groups to examine the standards by grade level and by the different strands comprising those standards. Strands consist of reading for information, reading for literacy, writing, language, foundational skills, and 6-12 literacy skills for content areas (science, social studies, history, and technical subjects). Grade level discussions also included examinations of the standards for two grade levels above and below a given grade, in order to integrate skills progression. The workgroup also discussed K-12 vertical alignment.

In addition to the workgroup discussions, the Department also hosted a webinar to examine the standards in grades 6-12 literacy to gather additional feedback in that area. A standards toolkit was developed and provided to school districts to facilitate additional discussions on the standards.

Berndt summarized the proposed changes within the English language arts standards. The workgroup proposed changes to clarify language regarding the standard's intent and connections to prior learning, as well as the progression of learning and skills. This was a focal point in all standards. The workgroup also proposed changes to the examples for the standards to support the intent of the standards. Confusing examples or examples that limited how skills were taught were removed.

A notable proposed change was made to the standards regarding reading for information, reading for literacy, and writing. The workgroup felt that the standards needed to incorporate language on student voice and student choice in both reading and writing, in order to allow for self-selected text and independently selected writing topics. The workgroup felt these skills were essential for lifelong learning and best practice supports.

At the elementary level, the workgroup changed the K-4 vertical handwriting progression to include language to teach cursive or print handwriting. The "or" option was not previously included.

In the grades 6-12 literacy standards, the workgroup determined to add language to improve the rigor of those skills and ensure the language in the K-12 reading and writing standards were consistent with the grades 6-12 literacy standards in the content areas of social studies, history, science, and technical writing. The workgroup also proposed inclusion of world literature and global perspectives language to account for additional viewpoints in those standards areas.

English Language Arts Exhibits 1 and 2 were received into the record and discussed. Exhibit 1 raised concerns with the language proposed in the standards. Exhibit 2 questioned language on the DOE standards web page which addressed funding and primary authorship of the proposed standards. Berndt responded that both comments will be taken to the workgroup for review and response. Berndt also responded to comment two and pointed out that the authors of the standards are not listed on the DOE standards landing page, but are on the DOE standards process page, as well as the documents provided to the board as part of the proposed standards.

In response to Board questions, Berndt stated that some schools teach cursive as a progression, but the workgroup saw that other states were following an "either/or" model on that. Berndt also stated that it is a local decision on when to integrate cursive as a handwriting skill. Berndt discussed that districts can offer creative writing as an elective, and there are some components of the standards that allow teachers to work that into their curriculum. Berndt noted that the schools can't mandate that creative writing be taught in certain formats or at a certain time. That regards curriculum, which is a local decision.

In response to Board questions, Dr. Paul Turman discussed teacher preparation program's knowledge of and instruction on the content standards. Turman stated that Regents' teacher education deans and programs do look at the content standards to make sure the preparation programs are aligned with them. Turman noted that it is difficult to prepare teacher prep students for the electives because they may end up at a district that does not offer that course. Embedding concepts across a curriculum may help with that so that concepts are addressed without needing to be a standalone course. Turman also

stated that there will be students that are exposed to a more expansive curriculum than others. Parental involvement regarding exposure to certain subjects or concepts should also be considered.

Becky Nelson stated that there is a difference between district course offerings and standards. Standards set minimum expectations that can be packaged in different ways. Subjects have minimum expectations that teachers can incorporate in different ways.

Samantha Walder, Redfield School District elementary principal, testified in favor of the proposed standards. Walder stated that the workgroup discussed the difference between standards and curriculum many times because educators focus on curriculum on a daily basis. Walder also discussed that teachers may use multiple formats to teach the standards, as that is a local decision in South Dakota.

Walder stated that, when working with the standards, the workgroups made the examples more consistent and scaffolded them across multiple grade levels. The proposed standards now contain specific delineation of skills broken down within the language standards across the standards for consistency from grade to grade. The phrase “with prompting and support” was used in the kindergarten standards, while the phrase “with guidance and support” is used in the lower elementary standards. By the time students enter the grade 6-8 standards, they are able to progress independently.

Walder discussed that her work on standards revision enabled her to go back to her school and work with her reading interventionist, who aligned the school’s RTI program to the foundational reading skills scaffolded into the standards.

Walder referred to standards RL10 and RI10, and stated that they were the topic of much discussion. Walder stated that the prior standards had bands of grades for the skills required, which was sometimes difficult to meet. Walder appreciated that the proposed standards reflect the opportunity for each strand to be completed by grade level.

Walder also discussed that the importance of some of the standards revision did not become apparent until she returned to her school. During the revision process, she worked with the fifth grade level, where they also examined the standards two grades below and two grades above. As a teacher, Walder had wondered why some standards only changed by one or two words. The standards review process showed which standards are introductory and which are scaffolded for students to progress. Walder appreciated that there is still the local control component that allows her curriculum leadership team to pull out the standards with the knowledge that the students will see the same standards again in other grade levels for progress. Walder stated that this process is not about a best way to approach the standards, but about allowing teachers to work together with common planning to determine the best strategies for moving students along on a continuum. Educators appreciate the trust to teach the standards needed by their students at that time.

There was no opponent testimony.

Math

Nicol Reiner, DOE mathematics education specialist, testified in favor of the proposed standards. Reiner provided information about the workgroup revision process, which is similar to the English Language Arts process. The workgroup convened in June 2016 and consisted of K-12 educators from regular and

special education, postsecondary education faculty, community members, and parents. At the outset, the group looked at the existing South Dakota standards, as well as standards from other states, and research impacting standards revision. The workgroup determined to focus on two areas: maintaining the level of rigor in the standards and improving clarity.

The workgroup broke into smaller groups to work on sets of standards by grade level and course standards. This allowed each grade and course standard to receive intense focus. The workgroup focused on key knowledge and skills and horizontal and vertical progressions of learning. Throughout the process, the workgroup emphasized horizontal and vertical alignment to ensure coherent and connected progression through the standards. The result of the debate and collaboration is a set of standards that will best serve the students of South Dakota. Those standards were sent to South Dakota educators for additional feedback. Many of the changes made to the standards resulted from the workgroup's desire to clearly communicate the scope and intent of each standard as well as the progression of the overall standards. The workgroup was very purposeful in the use of examples to highlight the intent of the standards but not limiting the standards.

Reiner summarized the changes proposed to the standards. In the K-5 grade band, the money standards in grades K-1 were specifically written and added to a second-grade money standard that was already in place to create a clear progression. In third-grade, the time standard was updated to include both digital and analog clocks.

Reiner stated that a large part of workgroup discussion focused on the terms "know from memory" and "fluency." The workgroup used research to define those terms in the standards. "Fluency" is defined as "skills in carrying out procedures flexibly, accurately, efficiently, and appropriately." This definition is significant because K-5 student fluency is important. "Know from memory" is defined as "quick, effortless recall of facts." That definition is important because it is a goal to work on student fluency to get to the next step of knowing from memory. This discussion and the definitions were an important part of the discussion of multiplication skills as students progressed from grade to grade.

Another significant discussion centered on the term "standard algorithm." The proposed language in the standards is "an algorithm including but not limited to the standard algorithm." This is important because it is a goal for all students to learn the standard algorithm for addition, multiplication, subtraction, and division, but the students should also be able to use other strategies that are useful to them and have flexibility.

The grades 6-8 workgroup felt the existing standards were strong and made few changes. Most changes involved clarifying language, clarifying intent, and ensuring vertical alignment.

The grades 9-12 workgroup focused on determining which standards should be taught in Algebra I and which in Algebra II courses. Previously, some standards were shared between the courses and the workgroup felt that should be clarified to clearly delineate expectations. This workgroup also made changes to clarify the Geometry standards. The focus in the Geometry standards was on the term "understand." The workgroup felt it did not adequately convey how students can show proficiency and worked to replace it with terminology for teachers to use in assessing proficiency.

An additional group focused on writing standards for a fourth math course. The fourth course is a flexible course that some schools teach as Senior Math and others offer as pre-calculus. The standards

were counted as advanced and were not progressive or cohesive. The proposed standards are clearer regarding progression and flexibility.

Math Exhibit I was received into the record and discussed. The comment expressed concern that the proposed standards resemble the prior standards and requested additional clarity. This comment will be taken to the workgroup for review and response.

Sandy Ullrich, Aberdeen School District teacher, testified in favor of the proposed standards. Ullrich stated that proposed math standards teach for an understanding of math, rather than memorization. The standards work toward a deeper understanding number sense, place value, and operations of addition, subtraction, multiplication, and division. Memorization of vocabulary or a standard way to solve a problem is not required. Students will still learn algorithms, but will also understand why it works and how to take numbers apart and put them back together again. She now sees students coming up with new solutions and new ways to do math, because they work on the problems differently. The proposed standards get into the layers of teaching math.

In response to Board questions, Ullrich stated that the proposed standards allow different methods of solving a problem by helping students take numbers apart and do things in steps. Every way a student breaks down a problem can make it less cumbersome.

Dena Sievers, Aberdeen School District teacher, testified in favor of the proposed standards. Sievers spoke about the value of collaboration in revising the math standards. She works with other teachers on how they teach the same concepts over different grades. The proposed standards and the grade bands help with that. The proposed standards provide a common language and share best practices for educators. The standards of mathematical practice are significant because they focus on justifying reasoning for an answer to a problem. Students can find their voice and find what works for them.

There was no opponent testimony.

The standards hearing closed at approximately 11:41 a.m. CT.

Vice President Aguilar declared a recess at approximately 11:41 a.m. CT.

Vice President Aguilar declared the meeting back in session at approximately 11:52 a.m. CT.

2016-2017 Accountability Report Card Statewide Summary

Laura Scheibe, DOE division of accountability and accreditation, presented information on the 2016-2017 statewide report card results. This is the final report card under the ESEA waiver and the full results will be available tomorrow. This year's results show that South Dakota is in a strong place going into the transition to the Every Student Succeeds Act (ESSA). Scheibe discussed the report card results in relation to how accountability indicators will change going into the next report card.

Scheibe detailed information on the English language arts and math results, as well as the attendance, high school completion, and college and career readiness rates.

Status Update on Paraprofessional Certification

Abby Javurek, DOE director of accountability and accreditation, presented information on the status of paraprofessional certification in response to Board comments at the July meeting that this area of certification may need to be reexamined. Javurek provided background on paraprofessional certification in South Dakota, and the requirements for paraprofessionals under federal law. The federal requirements for paraprofessionals were adjusted by ESSA, and South Dakota responded by developing state certification standards for paraprofessionals. Javurek summarized the current certification requirements for paraprofessionals in South Dakota. Javurek also requested information from the Board on additional information it wants to see regarding reexamination of the requirements.

In response to Board questions, Javurek stated that for paraprofessionals to be paid with federal funds, they would need meet certain requirements for credit hours, an associate's degree, or pass the designated test. Paraprofessionals not funded with federal monies would be able to meet other requirements to become certified. The benefit of the current requirements would be to provide assurances regarding ethics and academic qualifications, as well as portability of the certificate. The Department will work to have discussions or a workgroup to try to arrive at a compromise. Javurek also discussed the difference between a background check and an ethics check and the importance of both. Javurek stated that there are no statistics on paraprofessional ethics because that data is not reported, but that the Department can attempt to compile some relevant information for the Board's review.

Elementary Education: Science CKT Subtest Cut Score Approval

Abby Javurek presented information on the science CKT subtest cut score. The CKT test is similar to other elementary tests, which test in four different areas that can be taken individually. The cut score recommended by the workgroup is within the nationally recommended range and is consistent with cut scores in other areas. If adjustments are needed, once more data has been gathered, an adjusted score may be requested.

In response to Board questions, Javurek stated that this is a new assessment, so there is no existing cut score.

Motion by Wagner, second by Fouberg, to approve the cut score as presented. Voice vote, all present voted in favor. Motion carried.

Secretary's Report

Mary Stadick Smith, deputy secretary of education, presented an update on several items, including a potential joint meeting between the Board and the Board of Regents, the Indian Education Summit and Systems Change conference, and proactive admissions efforts. Stadick Smith also discussed college readiness efforts that are ongoing within the Department, and the teacher mentoring program. Stadick Smith noted the Governor's Pathways initiative and the Department's work with the Department of Labor to progress those goals.

Executive Session (SDCL 1-25-2(3))

Motion by Vyas, second by Wagner, to go into executive session pursuant to SDCL 1-25-2(3). Voice vote, all present voted in favor. Motion carried.

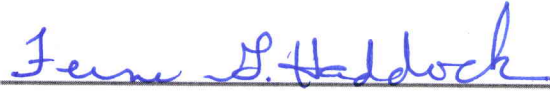
The Board went into executive session at approximately 12:38 p.m. CT.

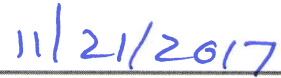
Vice President Aguilar declared the Board out of executive session at approximately 12:55 p.m. CT.

Adjournment:

Motion by Fouberg, second by Schallenkamp, to adjourn the meeting. Voice vote, all present voted in favor. Motion carried.

The meeting was adjourned at approximately 12:59 p.m. CT.





Ferne G. Haddock
Executive Secretary BOES

Date: 11/21/2017